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ABSTRACT

This final performance report for the Alameda County (California) ESOL (English as a Second Language) project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals: (1) survey programs, including library collections, adult schools, and community colleges, to gain information about existing materials; (2) field test materials; (3) integrate the new collection; (4) provide workshops for ESOL students and tutors; (5) present materials at branch libraries; and (6) present materials at ESOL classes in the area. Proposed and actual expenditures are compared. Activities undertaken are described, including needs assessment, materials surveyed, ordering of materials, kinds of materials purchased, processing of materials, introduction to the materials, and documentation of materials. The role of the library is discussed; the contributions of other organizations are summarized; and the impact of the project is considered. A letter from the ESOL librarian, requesting suggestions from students about the kinds of materials to be purchased, is attached. (MES)

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Alameda County Library ESOL, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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LSCA Title VI Final Report

ESOL

Part I. General Information

1. Alameda County Library
   Adult Literacy Program
   2450 Stevenson Blvd.
   Fremont CA 94538

2. Sherry Drobner
   (510) 745-1484

3. Grant Number: R167A 20592

4. Grant Awarded: $34,547 Grant Expended: $35,187

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
X Public Awareness
___ Training
___ Rural Oriented
X Basic Literacy
___ Other (describe)_____

X Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
X English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
X English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

X bibliography	___ resource directory
___ curriculum guide	___ evaluation report
___ training manual	X survey
___ public relations audiovisual	___ newsletter(s)
___ training audiovisual	___ other (describe)
___ recruitment brochure	_____
	_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way)_____
Of those served, how many received direct tutoring service?_____
How many hours of direct tutoring service did they receive? _____
How many new volunteer tutors were trained? _____
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? _____
How many non-tutor volunteers were recruited?_____
How many service hours were provided by non-tutors? _____
How many librarians were oriented to literacy methods, materials, and students? 20
How many trainers of tutors were trained? _____

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

1. The goals set forth in the approved application can be summarized as follows:

a) Survey programs, etc., to gain information about existing materials.

b) Field test materials

c) Integrate new collection

d) Provide workshops for ESOL students and tutors

e) Present materials at branch libraries

f) Present materials at ESOL classes in area

Programs, including library collections, adult schools and community colleges were visited and materials were examined and assessed. One of the changes from the specific grant goal was the in-depth assessment of current ESOL materials and the specific requests from students for particular subject matter. A survey was done at adult schools and tutor groups, asking for particular needs and this information was used in the purchasing of materials.

Materials were field tested, particularly in tutor groups. Integration of the new collection was assisted by Library Technical Services, the Collection Development Coordinator and Branch managers, as outlined in the grant. Workshops were held at neighboring adult schools, at library branches and for staff, so that all could be introduced to the new materials.

All established goals were met.

2. Proposed and Actual Expenditures

Expenditures	Proposed	Actual
Salaries	$19,388	20,123
Materials	12,600	12,505
Indirects	2,559	2,559

*additional funds provided by library.

3. Needs assessment: A needs assessment was done, surveying adult school classes, individual students and tutor groups. A simply worded survey form was used in the adult school ESOL classes, and these were used as English writing assignments. The tutor groups were each visited, and given the opportunity to talk about their goals in learning English, and the materials they felt would be beneficial. College classes, Contra Costa College and Mills College, were also visited, and the students there also provided information about their needs.

Students were asked both about the subjects they wanted most help with (grammar, idioms, spelling, speaking, etc.), and the types of materials they would like to use to help them. Audio cassettes and videos were the most requested kind of materials, followed by books for reading and books for practicing English.

The subjects requested were: pronunciation and conversation, followed by listening and speaking, spelling, American culture and grammar.

Materials surveyed: One of the challenges of purchasing ESOL materials for a library collection is the lack of materials for just that purpose. Most ESOL materials are for classroom use, and so few of them have answer keys. Answer keys are an important part of providing feedback for a learner who is

working on her own. Also, many materials may have simple lessons, but the instructions may be in English, and too complicated for a new learner.

Because of these factors, and the range of attractive and not so attractive, interesting and not so interesting, materials available, the task of selection required more in-depth research than originally anticipated. More than four hundred items were examined and rated, using a data base to keep track of them. The data base included categories such as: Rating (our personal rating of its appropriateness for independent learning and for a library collection), Type (audio tape, book, video tape, etc.), Bilingual (whether or not bilingual and if so, what languages), Subject (grammar, spelling, life skills, etc.), as well as Title, Publisher and Author. This data base, while time-consuming to compile, was invaluable for the final selection of materials.

Ordering of materials: In order to be able to decide on the quantities of materials, as well as the languages for the bilingual materials, census figures were examined and compared to the overall population of each library branch community. Also, the circulation figures for the existing ESOL collection were analyzed. These two pieces of information, as well as the input from branch managers, community organizations and tutors, were used to ascertain just how many and which materials should be purchased for each branch library. All materials would be available to any patron, with the use of inter-library loans, but each branch needed a solid collection, based on the needs of its particular ESOL patrons.

Kinds of materials purchased: A broad range of materials was purchased. Based on the needs assessment, it became clear immediately that audio-visual materials were by far the most popular for independent learning. So audio tapes, both with and without accompanying books, were purchased, as well as

a few video tapes. Videos, while popular, are much more expensive, and require the use of more expensive equipment.

Other materials included grammar and idiom books, books on American life and culture, citizenship books, specialized ESOL dictionaries, and reading books, both fiction and non-fiction.

Processing of materials: Working with the Technical Services Staff, decisions were made about the processing of all the newly purchased materials. There was discussion about the labeling in particular, as it needed to be easily comprehensible to all levels of ESOL learners. It was decided to label all materials with an easily recognizable label of ESOL, as well as a label indicating the level of difficulty. Beginning, Intermediate and Advanced, with modifiers when necessary (Advanced Beginner, etc.) were chosen. This decision was reached because, while level numbers such as 1, 2, and 3, may be decipherable to some learners, the words Beginning, etc. can be looked up in the dictionary. Dewey decimal numbers were also used, but it was agreed to shelve the materials together, regardless of number. The ESOL label aided this procedure.

Introduction to the materials: When the materials were purchased, it was necessary to provide library staff, tutors, students and teachers with the opportunity to see them. ESOL classes were visited, and materials presented as part of classroom time. A workshop for students and tutors was held, with the materials displayed and overview given of the selection process and the usefulness of each item. Presentations were done at staff meetings at individual branches. Questions were entertained at all of these events.

Documentation of materials: Once the final purchasing decision was made, a final version of the data base was printed, indicating only the acquired materials. This version was put into a windowed folder, with two copies for

each branch. One copy is for patrons, and include an introduction and explanation of the organization of the folder. It also includes a simple description of the library services, and how to get a library card. This introduction is in Russian, Chinese, Japanese, Portuguese, Spanish and English. For easier use of the folder, the materials are organized by the following categories: Beginning, Intermediate, Advanced, Audio-visual, Bilingual, Tutor Groups, and a complete list of all materials. All lists are alphabetized by title.

The other folder is for library employees, and includes the same information, except for the other languages. Both of these folders include the complete list of materials, even though they are not all available at every branch. This is so a patron will know what is available in the whole library system, and can request an item be transferred to their branch.

4. The library played an integral part in the accomplishments of the grant objectives. An office and computer were provided, as well as supporting materials, such as computer disks, telephone, Fax, photocopier and various office supplies. Conference rooms were used for workshops, and staff members were available for consultations and information on the existing ESOL collection and specific patron requests. Processing was done in the library, by library staff. The new collection was integrated into the new computer system, so that it could be easily accessed by ESOL patrons.

5. Many agencies and organizations contributed to the successful completion of this literacy grant. These included:

1. Contra Costa College, in San Pablo, CA. The staff at this college was very helpful in offering an opportunity to examine currently used ESOL materials,

as well as providing recommendations for ones particularly designed for independent study. I talked to office staff, teachers, students, media personnel and the head librarian.

2. Mills College, in Oakland, CA. Mills College provided both a list of recommended materials and a chance to survey the ones they used. Also, ESOL classes were visited, and the students were receptive and helpful.

3. Live Oak High School: Live Oak High School has a large ESOL department. The head of the department presented popular materials, as well as a chance to visit classes and interview students on their choices of ESOL materials.

4. Ohlone College: Provided a list of recommended materials.

5. Fremont Adult School: The staff at Fremont Adult School, as well as the students, were helpful and supportive. They provided an opportunity to visit classes, talk to and survey students, recommendations for ESOL materials, and insight into ESOL students.

6. Albany Adult School: Provided same opportunities as Fremont Adult. Both schools were welcoming and eager to help.

7. CATESOL Conference: The CATESOL conference is a yearly conference for teachers of English as an other language. This conference provided an opportunity to gain insight into the methods of teaching English, as well as a wonderful chance to examine all kinds of ESOL materials.

8. Sino-American Books: This small book store provided not only an opportunity to purchase excellent bilingual materials, it also was an excellent resource for assessing popular materials. A VCR and a tape recorder were provided, and the chance to spend hours looking at, listening to and looking at materials.

9. Adult Literacy Small Groups: These groups, led by tutors, gave insight into the daily needs of the ESOL learner.

6. Because this grant was for the development of ESOL materials for a library collection, the initial source of information was other libraries. Unfortunately, most libraries haven't had the money, the staff, the time or the expertise necessary to provide really sound and up-to-date collections of these materials. But most libraries had some information to offer, some more than others. Libraries visited included:

San Jose Public Library, San Jose, CA: This library provided a list of ESOL materials in their collection, with comments about the popularity of each. Their strength is in their video collection, which is large. They also provided a VCR and tape recorder in a small room, so materials could be examined on site.

Oakland Public Library, Main Branch, Oakland, CA: This library has a fairly large audio collection of Asian materials, as well as many video titles. Provided an opportunity to listen to various English learning tapes.

Oakland Public Library, Asian Branch, Oakland, CA: This small library was packed with Chinese-English materials, many of them audio tapes with books.

Oakland Public Library, Latin-American Branch, Oakland, CA:
This library had a small collection of books for Spanish speakers who are learning to speak English. Had a few audio tapes, which were very popular.

Berkeley Public Library, South Branch, Berkeley, CA: Provided computer print out of all ESOL materials, with comments on popularity of some of them. Because of Partnerships for Change grant, has large collection of Asian materials, with some ESOL ones.

Berkeley Public Library, North Branch, Berkeley, CA: Has small, but well-used collection of ESOL materials.

San Francisco Public Library, Main Branch, San Francisco, CA: Sent list of materials, with popular ones marked.

Soledad Community Library, Soledad, CA: Another Partnership for Change library, has huge collection of Spanish materials. Also, has some ESOL materials, which are well used.

Albany Library, part of Alameda County Library system, Albany, CA: Has a limited collection of ESOL materials, but a good idea of what patrons are asking for and needing.

Union City Library, part of Alameda County Library System, Union City, CA: Also a PFC library, with an expanding collection of Spanish language materials, as well as some ESOL ones. Provided great insight into the needs of the Spanish speaking community we serve.

Pinole Branch Library, Pinole, CA: Another PFC library, with a large Tagalog collection. Had few ESOL materials, but the ones they had were well-selected and popular.

Livermore Public Library, Livermore, CA: Provided list of popular ESOL items and a chance to examine them. Had good collection of audio-visual ESOL materials.

Pleasanton Library, part of Alameda County Library system, Pleasanton, CA: Used meeting rooms for visiting tutor groups.

Fremont Main Library, main library for Alameda County library system, Fremont, CA: Provided meeting rooms for materials workshops, as well as tutor groups.

7. Providing a base of English language learning materials for adult learners has been an exciting aspect of this grant. While there were some materials available in the existing collection, few of them were current and even fewer were audio-visual. Our literacy program provides tutoring, both in groups and one-on-one, but essential for this tutoring, particularly for our growing ESOL population, are the appropriate materials. They must be easy to use, with simple directions; they must be interesting; they must provide feedback. This new collection provides all of these, and so has greatly enhanced our ability to provide for these learners.

Alameda County Library

2450 Stevenson Boulevard, Fremont, California ■ 94538-2326
Phone (510) 745-1500 FAX (510) 793-2987

Linda M. Wood, County Librarian

February 26, 1993

Dear Student,

My name is Julie Winkelstein. I am a librarian for Alameda County. This year our library has gotten a special grant. The money from this grant will be used to buy library materials for students who are learning to speak English. We will be buying books, audio cassettes and videos. They will be in our libraries for people to check out. Before we buy these materials, we want to make sure we are buying the ones that will really help students. So, we would like your help.

If you have any ideas about materials you would like for us to have in our libraries, please write them on this paper. To give you an idea of what we want to know, here are some questions:

1. What is hardest for you about learning English? What would you like to practice?
2. What kind of materials have you checked out of the library? Were they helpful?
3. Would you rather practice English with a book, an audio tape or a video? Have you used any of these? Which ones?

Thank you for your help. I hope you'll come to our library and see what we have!

Sincerely,

Julie Ann Winkelstein
ESOL Librarian

(Write your ideas here. You may use the back, also.)

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